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AUTHOR	Wells, Amy Stuart
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ABSTRACT

The need to recruit more minority teachers for urban schools is acute. Although enrollment in teacher preparation programs has increased, few of these future teachers intend to teach in urban schools where they are most needed. Ninety-five percent of prospective secondary school teachers come from suburban, rural, or small town backgrounds, and intend to return to those settings after graduation. Of all students enrolled in programs leading to initial certification at the elementary level, 90 percent are White, 4.3 percent are Black, 2 percent are Hispanic, and 1.8 percent are Asian. In contrast, 93 percent of the nation's largest urban school districts maintain minority student enrollments of 70 percent. The following representative programs for recruiting teachers for urban schools are described: (1) Perkins Loans; (2) Governor's Teaching Scholars Program (New Jersey); (3) Minority Teachers Program (New Jersey); (4) Teacher Opportunity Corps (New York); (5) Peace Corps Fellows Program (Teachers College, Columbia University, New York); and (6) Early Teaching Contract Programs, and the Young Educators Society (YES) (University of Wisconsin-Milwaukee). School districts that have developed programs include: (1) Columbus Public Schools, Columbus, Ohio; (2) Houston Independent School District, Houston, Texas; and (3) Los Angeles Unified School District, Los Angeles, California. A brief list of references is included. (FMW)

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Amy Stuart Wells

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URBAN TEACHER RECRUITMENT PROGRAMS

The good news is that enrollment in teacher preparation programs is up. The bad news is that few of these future teachers intend to teach in the areas where they are most needed: urban schools.

In fact, 95 percent of prospective secondary school teachers come from suburban, rural, or small town backgrounds, and that is where they intend to teach when they graduate (AACTE, 1987). Yet, in 1983, the number of teaching vacancies were three times greater in central cities than in rural areas or suburbs (Darling-Hammond, 1988).

This phenomenon is partly the result of the shortage of minority teaching candidates, many of whom come from urban areas. Of all students presently enrolled in programs leading to initial certification at the elementary level, 90 percent are white, 4.3 percent are black, 2 percent are Hispanic, and 1.8 percent are Asian (AACTE, 1987, September). In contrast, 93 percent of the nation's largest urban school districts maintain minority student enrollment of more than 70 percent (Oakes, 1987).

The need to recruit more teachers, especially minority teachers, for urban schools is acute. The following list provides examples of representative programs aimed at recruiting teachers for urban schools.

Federal Level

Perkins Loans, formerly known as National Direct Student Loans, allow undergraduates to borrow up to $9,000 and graduate students to borrow as much as $18,000. Once these Perkins loan recipients are graduated, those who become teachers will have part of their loan forgiven for each year they either teach in a designated elementary or secondary school that serves urban low-income students or work in a Head Start program. After five consecutive years of such teaching, or seven years with Head Start, the entire loan will be cancelled. (For more information call 202-732-3959.)

State Level

The ***Governor's Teaching Scholars Program*** in New Jersey provides $7,500-a-year student loans, which are forgivable after four years of teaching in an urban school, or six years of teaching in a suburban or rural school. The loans go to highly qualified high school graduates who scored at least 1100 on the Scholastic Aptitude Test and are in the top 20 percent of their high school class. Loan recipients are not required to major in education. Started in 1986, the Scholars Program now has 260 participants. (609-292-6874.)

The ***Minority Teachers Program*** is a New Jersey state-funded program that allows colleges of education to recruit and train high school minority students who are interested in teaching. Jersey City State College was chosen as the first participating college, and 22 high school juniors were admitted to the program. These students completed summer courses at Jersey City State after their junior and senior years of high school and are now freshman at the college. Like the Governor's Teaching Scholars, these students will be eligible for loans of up to $7,500 per year for four years. The loans will be forgiven when students teach in an urban New Jersey school for four years, or in a suburban or rural school for six years. (609-292-6874.)

The ***Teacher Opportunity Corps*** is a New York State-sponsored program that provides money for colleges of education to fund minority graduate students committed to teaching students who are at risk for not achieving academically or for dropping out. So far, nine colleges have received state grants to set up programs. One of the funding requirements calls for the college to work closely with a school district that has a high percentage of at risk students. (518-473-6810.)

Colleges of Education

TEACHERS COLLEGE, COLUMBIA UNIVERSITY

The ***Peace Corps Fellows Program*** enrolls returning Peace Corps participants in a two-year master's degree program while they are teaching in New York City schools at full salary. Funding for the program is provided jointly by Teachers College, the Peace Corps, and Xerox Corporation. Subsidies for fellows range from 30 to 75 percent of tuition, and students may live in Columbia University housing. (212-678-4080.)

UNIVERSITY OF WISCONSIN-MILWAUKEE

The ***Early Teaching Contract Programs*** is a joint collaboration effort of the University of Wisconsin-Milwaukee and the

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Milwaukee Public Schools. It offers special training in the instructional needs of a multicultural urban population and guarantees a teaching position in the city district to program graduates. Any student accepted to the University's School of Education is eligible to apply, but preference is given to minority students and to students who are preparing to teach in subject areas in the city schools where there is strong need for teachers. Field experience acquired by visiting various programs and classrooms in the Milwaukee Public Schools is also required. (414-963-4721.)

The *Young Educators Society (YES)*, an updated version of the Future Teachers Clubs of America, has been implemented in 15 Milwaukee high schools through another joint effort of the University of Wisconsin-Milwaukee's School of Education and the Milwaukee Public Schools. The program functions as a vehicle to recruit a pool of qualified future teachers, especially minority teachers, at the high school level. Members of YES are involved in a number of pre-service teaching activities, including tutoring within their school or at a neighboring school, attending lectures given by University of Wisconsin faculty, and working with teachers in classrooms at a variety of grade levels. (414-475-8876.)

School District Level

The *Columbus Public Schools* is in the process of implementing a special internship program to bring more liberal arts graduates into teaching. The district employs these inexperienced college graduates at the salary of a teacher's aide ($13,000 to $15,000) and assigns them to a mentor teacher. While interning under an experienced teacher, the new recruits are earning a master's degree in teaching at a tuition-free program at Ohio State University. They are considered beginning teachers at the start of their second year in the district, and their salary rises to at least $20,600 annually. (614-253-4731.)

The *Houston Independent School District*, in an attempt to "grow their own teachers," designed and implemented the first magnet school for students interested in teaching. The Austin High School for the Teaching Professions opened in 1983 with 63 students, and has since grown to an enrollment of 200. In addition to their regular high school requirements, Austin High students take special education courses that focus on developing interpersonal skills, multicultural awareness, and current issues in education. During their senior year, students complete a paid teaching internship at an elementary school in the district. The Los Angeles magnet school for teachers was modeled on Austin High, and, this fall, the school systems in New York City, Washington, D.C., and Atlanta will open similar programs. (713-623-5011.)

The *Los Angeles Unified School District* set out to increase its applicant pool by recruiting and training inexperienced and uncertified teachers under the protection of the 1983 California Education Reform Act. Since 1984, the District has hired 400 of these teachers at the secondary school level at salaries ranging from $23,000 to $41,000. Most of these recruits have no teaching experience or teacher training education, and many middle-aged professionals seeking a new career but unable to afford to take a year off from work to go back to college. Before the first week of school, these new recruits attend a three-week training session. Then, while, teaching, they attend a two-year program of weekly evening teaching seminars conducted by district personnel, after which they become certified. The program has succeeded at its goal; last summer, the district had ten applicants for every teaching position to be filled. (213- 625-6000.)

—Amy Stuart Wells

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ERIC Clearinghouse on Urban Education

Institute for Urban and Minority Education
Box 40
Teachers College, Columbia University
New York, NY 10027
(212) 678-3433
Erwin Flaxman, Director
Wendy Schwartz, Editor

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